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EDUCATION OF HANDICAPPED CHILDREN AND YOUTH, A CONFERENCE REPORT--POSSIBILITIES AND PLANS UNDER THE PROVISIONS OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (WASHINGTON, D.C., AUGUST 11-12, 1965).

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THESE PROCEEDINGS OF A CONFERENCE WHICH EXPLORED THE POSSIBLE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I FUNDS FOR THE EDUCATION OF HANDICAPPED CHILDREN CONTAIN OUTLINES FOR PROPOSED PROJECTS AND THE TEXTS OF THE CONFERENCE PAPERS. THE CONFEREES, LEADERS IN THE FIELD OF SPECIAL EDUCATION, DEVELOPED 24 OUTLINES FOR PROJECTS FOR HANDICAPPED CHILDREN AT VARIOUS AGE LEVELS, SOME OF WHICH DEAL WITH SPECIAL AREAS OF HANDICAP. THERE ARE PROPOSALS FOR PROJECTS FOR MULTIHANDICAPPED AND GIFTED CHILDREN AND FOR SUMMER, RECREATION, AND CAMPING PROGRAMS. OTHER PROPOSALS ARE FOR PROGRAMS FOR SPECIAL TEACHERS, ADMINISTRATORS, AND SUPERVISORS, FOR DIAGNOSIS AND EVALUATION, AND FOR PARENT EDUCATION AND EXTENDED-DAY ACTIVITIES. THE CONFERENCE PAPERS ARE--(1) JAMES E. MARSHALL, "POSSIBILITIES AND PLANS FOR EDUCATION OF HANDICAPPED CHILDREN UNDER THE PROVISIONS OF P.L. 89-10, TITLE I," (2) CHARLES W. WATSON, "POSSIBILITIES AND PLANS FOR EDUCATION OF HANDICAPPED CHILDREN UNDER THE PROVISIONS OF P.L. 89-10, TITLE I," (3) FRANCES A. MULLEN, "SPECIAL EDUCATION NEEDS OF HANDICAPPED AND MALADJUSTED CHILDREN IN THE DISADVANTAGED NEIGHBORHOODS OF CHICAGO," AND (4) ROSA JONES, "SOME CURRENT ACTIVITIES IN THE DISTRICT OF COLUMBIA FOR DISADVANTAGED AND HANDICAPPED CHILDREN AND YOUTH." THIS DOCUMENT IS ALSO AVAILABLE FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (NH)

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OE-35081

EDUCATION OF HANDICAPPED CHILDREN AND YOUTH

A CONFERENCE REPORT: POSSIBILITIES AND PLANS UNDER THE PROVISIONS OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

Washington, D.C.
August 11 and 12, 1965

U.S. DEPARTMENT OF HEALTH, EDCUATION, AND WELFARE
John W. Gardner, *Secretary*

OFFICE OF EDUCATION / Harold Howe II, *Commissioner*

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FOREWORD

The conference was called to explore possibilities for the education of handicapped children under the provisions of Public Law 89-10, Title I. This Title is designed to bring better educational opportunity to children in areas where there are concentrations of families with low income.

Though the handicapped are not specifically mentioned in Title I of the Act, legislative history[1] indicates that they are included and since the time of the conference, the regulations[2] have been adjusted to specify the handicapped. The extent to which this will take place is dependent on the initiative of local school systems in developing plans for the handicapped and upon State leadership on behalf of these children.

A major purpose of the conference was to bring together examples of projects currently being planned and to develop possibilities for still others. These ideas will be made widely available throughout the country by means of this report. It is hoped that they will form a takeoff point for local schools in planning activities uniquely suited to the educational needs of handicapped children and youth in their own communities.

Arthur L. Harris
Associate Commissioner for Elementary
and Secondary Education

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1 See letter from Assistant Secretary Wilbur Cohen to Senator Wayne Morse, dated March 31, 1965, in the Appendix of this report.

2 See Federal Register, Vol. 30, No. 178, Part II, Sept. 15, 1965, p. 11810.

INTRODUCTION

The conference was convened at a time when plans for the operation of P.L. 89-10 were fluid and when local communities were active in preparing the projects which they will present for funding under the provisions of this Act.

The conferees, each a director or supervisor of special education for the handicapped in a State or local school system, came to the U.S. Office of Education to exchange ideas on the kinds of projects being planned in their communities and to identify further possibilities for projects which could be developed.

Papers had been prepared in advance on the topic, "Possible Projects Under Title I, Elementary and Secondary Education Act of 1965 (P.L. 89-10), Under Which Handicapped Children and Youth May Benefit." Two of these papers were presented by directors of programs in States and two by directors of programs in local school systems. The texts of these papers are included in this report.

James Marshall, director of special education in Kansas and current president of the National Association of State Directors of Special Education, presented outlines of six projects which he felt were illustrative of the possibilities under Title I of P.L. 89-10. The projects were concerned with children who have vision or hearing problems and with those who are emotionally disturbed.

Charles Watson, chief of the Bureau of Special Education in the California State Department of Education, reported that a field task force had been established in California to study the possibilities for implementing the Elementary and Secondary Education Act. Among projects being planned is one involving interdistrict agreement to provide: (1) educational radio and television programs for homebound and hospitalized children; (2) closed-circuit television programs for the specialized instruction of pregnant girls; and (3) mobile units for speech and hearing therapy for impaired children of preschool age, for vision and hearing screening of both preschool and school age level children, and for psychological examination and evaluation of handicapped children.

Frances Mullen, associate superintendent of the Chicago schools, emphasized the unmet needs in education of handicapped children in the city of Chicago. She first gave an overview of the gigantic problems a city of the size of Chicago faces in meeting the changing needs of the school age population. Then she presented several possible projects for handicapped children in disadvantaged neighborhoods.

Rosa Jones, director of special education in the District of Columbia, reported on activities already underway for the disadvantaged in the District. The projects illustrate the importance of community cooperation in planning and carrying out activities. Mrs. Jones also gave examples of the importance of interpreting the program to parents and children. She summed up her presentation with: "If we are to get the maximum benefit from the money under Title I, P.L. 89-10, we in special education must be concerned with the attitudes of our own personnel, the children, their parents, and the community."

After discussing the papers, the conferees formed two work groups and put into outline form examples of projects which would be suggestive to other communities in developing their own proposals under Title I. The conferees recognized that ingenious supervisors and teachers could present literally hundreds of ideas which would not only extend special education for the handicapped but greatly improve it.

OUTLINES OF SUGGESTED PROJECTS

The following 24 project outlines were developed by the conferees for this report. They are grouped around activities for: young children of kindergarten and nursery school ages; summer instruction, recreation, and camping; older handicapped children; multi-handicapped and gifted; specific areas of the handicapped; special teaching personnel, administrators, and supervisors; diagnosis and evaluation; parent education and extended day projects.

Young Handicapped Children

Project: An Exploratory Preschool Activity for Educationally Deprived Children with Manifestations of Other Handicaps

Purpose: To locate handicapped children among young educationally deprived children with manifestations of other possible disabilities

Procedure: Educationally deprived children with manifestations of possible physical, mental, and/or emotional handicaps will be assigned to special classes for class observation and appraisal. Experimental and diagnostic teaching will be employed. Functional identification of possible handicaps will be confirmed by appropriate medical, psychiatric, and clinical study.

Project: A Stimulation Program for Culturally Disadvantaged Gifted Children

Purpose: To identify culturally disadvantaged gifted children at an early age and to provide special programing to aid such children to achieve the full development of their potential

Procedure: A comprehensive schedule of thorough screening, diagnostic evaluation, and individual study will be inaugurated with preschool age children to discover culturally disadvantaged gifted children. Programs to be provided for these children will include: (1) special classes for gifted children; (2) resource room situations; and (3) enrichment activities and materials both at school and at home. Special teachers, school social workers, school psychologists, and other selected personnel will be employed and assigned to the programs.

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Project: Preschool (age 3-4) and Preprimary (age 5-7) Classes for Educable Mentally Retarded Children

Purpose: To provide an early program for educable mentally retarded children at preschool levels, which would utilize programed learning techniques and extend parent education

Procedure: Steps will be taken to identify educable mentally retarded children through cooperation with Project Head Start and with medical and social agencies of the community. Programed learning techniques will be used in teaching self-help skills, personal care, and social behavior competencies to educable mentally retarded children. The program will be offered on a half-day basis with a teacher and an attendant for each age group. Emphasis will be placed on parent education and cooperation.

Summer Instruction, Recreation, and Camping

Project: Summer Activity Providing Additional Training for Hard of Hearing Children

Purpose: To give supplementary training in lip reading, speech, language, and reading for hard of hearing children

Procedure: Hard of hearing children who need additional education and training will be identified through appropriate diagnostic procedures; specialized instruction in lip reading, speech, language, and reading will be provided for a specified number of children in a selected age range for a six-week period. Qualified teachers of the deaf and hard of hearing will be employed to give the specialized instruction. Specialized equipment required for the project will be leased or purchased.

Project: Summer Day Camp for Young Speech Defective Children

Purpose: To provide young speech impaired children with speech therapy in conjunction with camping experiences designed to promote maturity and self-confidence

Procedure: The program will include usual camping activities, such as sports, swimming instruction, and crafts, in a day running from 9 a.m. to 3 p.m. Speech therapy, supplied by qualified therapists, will be offered on a small group or individual basis as needed. Lunch and transportation will be provided. Parent education will be involved.

Project: Summer Instruction for Visually Impaired Children

Purpose: To provide six weeks of specialized instruction in special subject areas for blind and partially seeing children

Procedure: Consultants and master teachers of subject matter fields will be secured. The use of the abacus, mobility and orientation training, braille music, and physical education adapted to the needs of the visually handicapped will be included in the activities. Some sessions will be held in area recreational facilities when feasible, using the day-camp approach.

Project: Instruction in Swimming and/or Water Recreation for Handicapped Children

Purpose: To teach handicapped children to swim, to promote skills in water activities as their abilities permit, and to inculcate enjoyment of water recreation

Procedure: Qualified swimming instructors will be employed. Indoor pools will be utilized for a major part of the program during the academic year. Activities involving outdoor facilities will be scheduled during warm weather. Since this is a physical activity program, only minimum didactic instruction will be offered.

Older Handicapped Children

Project: Occupational Center for Mentally Retarded and Multi-handicapped Youth (approximately age 15-19)

Purpose: To provide certain mentally retarded, multi-handicapped, and disturbed youth with a specialized program designed to equip them for transition from school to the world of work and successful community adjustment (This program would serve youth who are unable to profit from existing special education programs in the regular high schools and vocational schools.)

Procedure: Facilities will include space for 16 classrooms together with workshops, clinics, and offices. The first year of the four-year program, enrolling mentally retarded and multi-handicapped youth at age 15, will entail full-time schooling. The second year will provide for part-time paid employment, and the final year will include full-time employment under school supervision. If possible, services of community sheltered workshops will be purchased. However, if necessary, the school will develop its own workshops. The program will subsidize employers at the beginning stages of on-the-job training. Experienced "on-the-job" employees will be used as resource personnel to make the program more effective and realistic. Occupational training will be given. Teachers with preparation and experience in the training of such youth will be responsible for the academic portion of the program. Other specialized staff will include psychologists, social workers, and counselors.

Project: Enrichment Program for Mentally Retarded Disadvantaged Youth

Purpose: To broaden the horizons and stimulate the interest of mentally retarded youth through scheduled visits to cultural, industrial, business, medical and research, and similar centers

Procedure: The curriculum will include scheduled visits to various centers. Preparation for these visits and tours will include the use of films, slides, models, pictures, and other audiovisual techniques and materials. Tour groups will be led by knowledgeable instructors. Transportation will be provided.

A. A summer program will be conducted on a daily basis.

B. Saturday or after-school programs, repeating the summer program, will provide for continuing participation during the regular school year.

Multi-handicapped and Gifted

Project: Special Day Classes for Multi-handicapped Children

Purpose: To establish day classes for specialized instruction of multi-handicapped children who have physical, sensory, emotional, and/or mental impairments

Procedure: Comprehensive diagnosis and evaluation will be made of multi-handicapped children who, when their total needs are known, might be placed in a suitable school. Qualified teaching and ancillary staff and appropriate supervisory personnel will be employed by the applicant district. Necessary specialized equipment, aids, and materials will be included in the project. Health services will be provided as needed.

Project: Early Identification and Specialized Programs for Gifted Children

Purpose: To identify children with high academic potential and to provide specialized programs designed to promote the maximum development of that potential

Procedure: The applicant district will establish a program of identification through the use of qualified personnel and appropriate instruments. The program will employ special grouping, specialized instruction, enriched instructional materials, extended activities and experiences, and individual programing when needed.

Special Areas of the Handicapped

Project: Elementary School Center for Emotionally Handicapped Children

Purpose: To provide special education for emotionally handicapped children in areas having high concentrations of low-income families

Procedure: Centers conducting six or more classes for emotionally handicapped children will be established in regular elementary school buildings. These classes will enroll up to 10 pupils, but there will be supplemental staffing which, in effect, will reduce pupil-staff ratios to about 5:1. As rehabilitation proceeds, opportunity for increasing participation in regular classes of the school will be afforded. A full complement of services will be available, including those offered by psychologists, school social workers, curriculum specialists, psychiatric consultants, and recreation specialists.

Project: A Public School Program Including Comprehensive Educational Services for Institutionalized Emotionally Disturbed Children

Purpose: To provide a special educational program for emotionally disturbed children domiciled in residential homes, hospitals, licensed children's institutions, and similar facilities

Procedure: The applicant school district will employ the necessary qualified teaching and supplementary staff. The program, administered, coordinated, and supervised by the applicant school district, will include services from the fields of psychology, psychiatry, and social work. Attention will be given to assisting the teaching staff to become sensitive to the needs of institutionalized emotionally disturbed children and to acquire some degree of capability for meeting these needs.

Project: A Program of Orientation and Mobility Instruction for Blind Children and Youth

Purpose: To instruct blind children and youth in travel and orientation skills

Procedure: A mobility and orientation instructor will be employed to instruct blind children and youth enrolled in regular classes, special day classes, special resource rooms, or in residential settings. This program will complement special education instruction of blind children and youth.

Project: Intensive Diagnostic and Instructional Program for Mentally Retarded Children at the Primary Class Level

Purpose: To use a "task force" approach in order to provide for young mentally retarded children the facilities, specialized personnel, and instruction frequently lacking in schools located in disadvantaged areas

Procedure: In selected districts of the city having high concentrations of low-income families, specialized programs will be set up to discover young mentally retarded children and to furnish special instruction, including reading readiness programs, etc. Mobile classrooms will be used until permanent classrooms become available. Qualified teachers, if available, will be employed. If a sufficient number are not available, an inservice training program will enroll the teachers who do not meet the qualifications. Supervisory and consultant services will be provided, along with psychological and social work services.

Project: Intensive Instructional Program for Mentally Retarded Children at Early Adolescent Level

Purpose: To provide adequate school housing with modified departmentalized program for mentally retarded pupils (approximately age 12-15)

Procedure: A school facility, possibly rented from business or industry, will contain six or eight or more classrooms and shops. The program will be established and maintained by the school district. Provisions will be made for diagnostic services, inservice training for teachers, and supervisory assistance. Any pupil capable of benefiting will be allowed part-time return to regular grades.

Project: Itinerant Teaching in Rural Communities -- If Classroom Instruction is Not Available or Practical -- for Children with Crippling Conditions and Other Special Health Problems

Purpose: To make special education available on an itinerant basis to physically handicapped children living in rural areas or small towns

Procedure: Qualified teachers of crippled and other physically handicapped children will be assigned to travel to rural areas and small towns to offer specialized instruction to homebound and hospitalized children. In addition, home-to-school telephone arrangements and other special provisions will be available.

Special Teaching Personnel, Administrators, and Supervisors

Project: Inservice Training for Teachers of Emotionally Disturbed and/or Socially Maladjusted Children

Purpose: To provide specialized instruction for teachers without sufficient preparation who have been assigned to teach emotionally disturbed children

Procedure: One or more school districts will arrange with a college or university to provide a program of inservice training for teachers of emotionally disturbed children. The college or university presenting the program will secure the services of recognized authorities and specialists in the diagnosis, management, and education of emotionally disturbed children.

Project: A Development of Special Education Programs for Supervisory Personnel in Local School Systems

Purpose: To initiate, develop, and strengthen special education programs for handicapped children through leadership and supervision

Procedure: The applicant school district will employ a qualified director of special education to give leadership, identify needs, and develop a comprehensive program of education for handicapped children. Where necessary, qualified specialists will be employed to supervise programs in the various areas. Special education personnel will furnish direction and supervision in planning, implementing, and maintaining quality of the programs for handicapped children.

Project: An Internship Training Program for Regularly Accredited Teachers Wanting to Qualify for Teaching Handicapped Children

Purpose: To develop an internship program to prepare teachers of nonhandicapped children for teaching handicapped children

Procedure: This program will be directed to regular teachers who wish to transfer to the teaching of handicapped children. They will be placed in internship programs requiring part day work in classes for handicapped children. They will spend the remaining portion of the day in programs of specialized preparation for teaching handicapped children.

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Diagnosis and Evaluation

Project: Comprehensive Diagnostic and Evaluation Center for the Study of Learning Problems of Handicapped Children

Purpose: To furnish comprehensive diagnosis and evaluation of the learning problems of handicapped children referred for study

Procedure: A center including laboratory classrooms for diagnostic teaching will be established. Its program will include social, medical, psychological, psychiatric, educational, and other specialized study required for diagnosis and evaluation by diagnostic teams. Emphasis will be placed on devising best ways to motivate and stimulate handicapped children who have failed to respond to usual educational methods and techniques.

Project: School Psychological Services for Handicapped Children

Purpose: To provide comprehensive psychological and educational diagnosis and evaluation which will be effective with handicapped children

Procedure: The program will focus on the problems and needs of handicapped children being considered for special education and other help. The applicant district or districts will employ qualified school psychologists who have had special training or experience in working with the handicapped. Services will include individual diagnosis; periodic reevaluation; referral for treatment and consultation with school personnel, parents, and representatives of public and private agencies.

Parent Education and Extended Day Projects

Project: Saturday Morning Child Study Program for Parents of Young Handicapped Children

Purpose: To help parents of young handicapped children enrolled in special education programs understand the problems of their children and how to support their instruction

Procedure: Parents of young handicapped children enrolled in special education programs will attend Saturday child study programs. The children will also attend the classes and furnish the laboratory setting for the child study activities of the parents. Individual parents will be scheduled to participate in the week-day special class programs in which the children are enrolled.

Project: Extended School Day Programs for Handicapped Disadvantaged Children

Purpose: To identify, stimulate, and motivate handicapped disadvantaged children in elementary and secondary schools to forestall poor achievement, failure, and dropping out

Procedure: An early morning breakfast program--including physical fitness activities, showers, and a nutritious breakfast--will be scheduled to start before the regular school day. A late afternoon program will include challenging prevocational and/or occupational training of an intensive nature. The latter will, when feasible, be offered on a work-study basis.

Many other project ideas were contributed by the conferees, but there was no time to develop them for presentation in this report. Among these were:

- Summer programs of instruction, camping, and other activities for all types of handicapped children
- Inservice training for teacher aides
- Orientation programs for principals and teachers in schools housing classes for the handicapped
- Curriculum and specialized instructional materials center for handicapped children
- School social work services and mental and physical health consultation services for handicapped children
- Activities to aid handicapped children with difficult problems, such as nonverbalism or neurological impairment

CONFERENCE RECOMMENDATIONS

Though the conference was mainly concerned with the kinds of projects for handicapped children and youth that a local community might develop under provisions of Title I, Public Law 89-10, the conferees did bring up a number of questions regarding the administration of the program. The discussion of these resulted in the following five recommendations which the conferees left with the Office of Education for appropriate use:

1. Specification of Handicapped in Regulations

   It is the recommendation of this conference that in the Regulations Applicable to the Administration of Title II of P.L. 81-874 (Title I of Elementary and Secondary Education Act of 1965, P.L. 89-10) as presented in draft form, wherever the phrase "educationally deprived" is stated that the phrase "including handicapped children" be added.[3]

2. Representation of Special Educators in Program Development

   In order to facilitate the "proper and efficient administration" of Title I, P.L. 89-10, the conference participants propose that informational materials to and from the individual States include special education representation for project development, review, and implementation. It is recommended, therefore, that administrative staff in special education at the State level be appointed in order to carry out, in part, the intent of the above Act.

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3 Since the time of the conference, the regulations, published officially in Federal Register, Vol. 30, No. 178, Part II, September 15, 1965, have been adjusted so that they do specify the handicapped.

3. Location of Joint District Programs

In many areas, because of the limited number of handicapped children in any given local educational agency, providing special educational programs for handicapped children often requires two or more districts to jointly establish and maintain these programs. In view of this fact, it is the recommendation of this conference that: The Guidelines for Title I, P.L. 89-10, developed by the U.S. Office of Education, indicate that inter-district programs and projects serving handicapped children as educationally deprived children should be located at sites best calculated to serve these children. On occasion, the site for a program might most advantageously be located outside the actual attendance area in which there is the highest concentration of children from low-income families.

4. Gifted Children Among the Disadvantaged

Among the economically disadvantaged are gifted children and youth with potential for high academic achievement. There should be a plan administered by qualified personnel to identify these children and promote maximum development of their potential through instructional programs designed to meet their particular needs. The program might include the use of special groupings, resource rooms, community consultants, broadening experiences, special instructional materials and equipment, and individual programing.

5. Vocational Education Act of 1963

There is now opportunity for the merging of the provisions of Title I of the Elementary and Secondary Education Act with those of the Vocational Education Act of 1963 so that the resources of both can be used to strengthen education and training programs for handicapped youth. A comprehensive program of education and training for handicapped youth is essential if they are to achieve the social and occupational goals established for them. Too often preparation

for the world of work has not been part of the school program offered for these handicapped youth. With the expanded opportunities made possible through these two pieces of Federal legislation, schools can broaden training programs for handicapped youth. Under the Declaration of Purpose of Part A of the Vocational Education Act specific reference is made to "those with special educational handicaps" among those eligible for the benefits of the Act. It mentions also that the provisions of the Act will enable the States "to maintain, extend, and improve existing programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis..." Section 4 of Part A which describes the use which may be made of Federal funds under this Act also refers specifically to the handicapped. Thus, an obvious basis exists for States to include in their State plans programs for vocational training for the handicapped.

General educators, and this includes those responsible for vocational education training programs, often fail to include in their plans provisions for training this segment of the school population. What appears essential here is to combine the knowledge and skills of the vocational educators with those of the special educators so that programs for the handicapped can be established and maintained. This would help to focus the attention of school personnel on their own responsibilities for serving more effectively the handicapped children and youth under their supervision.

Those responsible for vocational education training in our secondary schools should reassess their role and the potential contribution they can make to the establishment and operation of training programs for the handicapped. The intent of the Vocational Education Act is clear as it applies to the handicapped. It is urgently recommended that State plans reflect this concern for broadening vocational training opportunities for handicapped youth. State education department personnel in the field of vocational education should be alerted to the desirability of their consulting special education personnel so that State plans will include appropriate recommendations and provisions for training programs for the handicapped.

FIRST PAPER PRESENTED AT THE CONFERENCE
AUGUST 11, 1965
ON THE TOPIC:
"POSSIBILITIES AND PLANS FOR EDUCATION OF HANDICAPPED CHILDREN UNDER THE PROVISIONS OF PUBLIC LAW 89-10, TITLE I"

By: James E. Marshall, Director
Division of Special Education
Kansas State Department of
Public Instruction

NOTE: Dr. Marshall prefaced his presentation of possible projects with some informal comments about the importance of the Elementary and Secondary Education Act in expanding programs for handicapped children. He reported that the Kansas State Department of Public Instruction had been working with local school systems in the development of projects which might be funded under Title I. From these, the following examples were presented to this conference.

Project: A Summer Program Providing Additional Training for Hard of Hearing Children

Purpose: To provide supplementary training in lip reading, speech, language, and reading for hard of hearing children

Procedure: These hard of hearing children will be identified by public school speech therapists, the University of Kansas Medical Center, and the State School for the Deaf as needing additional education and training. Using the facilities and equipment at the Kansas State School for the Deaf, trained teachers of the deaf and hard of hearing will give needed instruction to 20 children, age 9 through 12, for a three-week period.

Expected Outcomes: Improvement of speech, language and lip reading skills, and growth in reading vocabulary and reading comprehension

Project: Home Instruction Program in Speech Therapy

Purpose: To gain better school-home cooperation in aiding children with speech and hearing impairments through provision for parents of materials and information that would supplement the speech therapy program in the school

Procedure: Children receiving speech therapy at school will receive materials to use at home for the purpose of increasing the amount of drill time in the home environment. Parents would be instructed in the use of these materials through group parent counseling sessions.

Expected Outcome: Decreased amount of time children need to spend in direct therapy because of increased practice at home

Project: Summer Instruction for Visually Impaired Children

Purpose: To provide a four-week instructional program in selected subject areas for blind and partially seeing children enrolled in day and residential schools

Procedure: Master teachers and short-time consultants from Kansas or out-of-state will be secured to instruct in mathematics, use of abacus, mobility and orientation, braille music, and physical education and recreation. Enrollment will be limited to 25 children in upper elementary and junior high school grades. Instruction will be given at the Kansas School for the Blind with some day-camp sessions to be held in area recreational facilities.

Students will be housed at the residential school where emphasis will be placed on the value of planned experiences in group living.

Expected Outcomes: Increase in each child's skills in subject areas and in daily living skills and social awareness, and stimulation of improvement in standards of educational provisions for visually impaired children in the State

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Project: Mobility and Orientation Instruction for Visually Impaired Children

Purpose: To provide a mobility and orientation instructor for school age visually impaired children in day schools of Wyandotte and Johnson Counties

Procedure: A teacher holding certification as a mobility and orientation instructor (with the master's degree in this area of special education) will be employed to serve Shawnee Mission and cooperating schools enrolling visually impaired children. The teacher will be considered as a member of the teaching staff of the sponsoring school district enrolling the largest number of visually impaired children in the area.

Expected Outcomes: Improvement in individual child's mobility and orientation skills, his physical development, his social acceptance, and his motivation for achievement in all areas of school activities

Project: An Extended Public School Program of Comprehensive Educational Services for Severely Disturbed Children in Day or Residential Schools

Background: In Topeka State Hospital, a small educational program conducted by five teachers serves approximately 200 school age children. In the Topeka Public Schools, a Homebound and Hospitalized Teaching program serves severely disturbed children of the public schools. A comprehensive program is needed for both the State hospital and the public school system that will meet the educational needs of more school age children who are severely or mildly emotionally disturbed; present more unique and inclusive services to augment types of existing programs; and effect an arrangement with both agencies to use the facilities of either agency which will most beneficially treat disturbed youngsters.

Proposal Objectives: The proposed program extension should:

(1) Extend educational services to all school age children who need them

(2) Provide unique educational settings

(3) Provide liaison between an institutional, residential treatment center and a public school system which accepts institutional residents

(4) Merge mental health programing of the State hospital and the public school system

(5) Institute evaluative research of a followup nature

(6) Provide practicum settings for programs of teacher training.

Procedure: An educational director will be employed to administer the institutional program of education for the emotionally disturbed and establish liaison with the Director of Special Education of the Topeka public school system. The two directors will then have eight additional teachers engaged for the special education staff of Topeka public schools. These additional teachers will be responsible for the institutional and public school education programs in the area of the City of Topeka. In addition to selected classroom settings and resource rooms in the public schools of Topeka and Topeka State Hospital, a classroom unit with two teachers will be set up in the Hospital day school to serve as an intermediary step for children transferring from Topeka State Hospital to the public schools or vice versa. Financing of this special unit will be jointly shared by the Federal Government under P.L. 89-10, State reimbursements for special education, and local district funds. Auxiliary services of psychology, social work, and psychiatry will be used to augment guidance and screening for the project and acquaint the teaching faculty of the public schools with mental hygiene procedures.

Project: Pilot Program in the Education of the Elementary School Age Autistic Child

Purpose:

(1) To demonstrate the feasibility of educating the autistic child of elementary school age

(2) To provide inservice training for specialized teachers in this area

(3) To provide practicum training for university students in the areas of:

(a) Special education

(b) Social work

(c) Clinical and educational psychology

All practicum students would be on a graduate level. Adequate supervisory personnel would include:

(a) Child psychiatrist

(b) Psychiatric social worker

(c) Clinical psychologist

(d) School psychologist

(e) Five master teachers who have had a minimum of three years' experience in teaching the emotionally disturbed.

Agency: Department of Special Education
Richmond Professional Institute
University of Virginia
Memorial Guidance Clinic

Procedure:

(1) A modern structure would serve 25 children in the project group with classroom and office space as follows:

(a) 4 classrooms with one-way mirrors and sound devices, bathroom facilities, and adjoining lunch room

(b) 1 resource room

(c) 6 offices

(d) 2 rooms to be used as instructional classrooms for practicum students

(2) Funds would be obtained to pay the salaries of: a psychiatrist, a clinical psychologist, a psychiatric social worker, a school psychologist, five master teachers, a statistician, and two secretaries.

(3) Six weeks pretraining of all personnel to develop a uniform approach understood thoroughly by all personnel

(4) Provide practicum training in cooperation with the university for graduate students.

Expected Outcomes:

(1) Training for university graduate students in the education of the autistic child

(2) Development of a new approach to the education of the autistic child

(3) Followup research to determine the value and feasibility of the demonstrated approach in meeting the needs of the elementary age autistic child.

Some Additional Possibilities under Consideration

- A Learning Disabilities Center for Children in Sparsely Populated Areas. This center would have several comprehensive diagnostic services and some model training facilities. A primary goal would be to return the children to the regular or special classrooms

- More Comprehensive Services for Pregnant Teenage and Young Adults. High school instruction and vocational training would be supplemented with psychological and social work services

- Comprehensive Remedial Instruction in Basic Tool Subjects

- Comprehensive Survey of Special Education Needs in a County-wide Area

SECOND PAPER PRESENTED AT THE CONFERENCE
AUGUST 11, 1965
ON THE TOPIC:
"POSSIBILITIES AND PLANS FOR EDUCATION OF HANDICAPPED CHILDREN UNDER THE PROVISIONS OF PUBLIC LAW 89-10, TITLE I"

By: Charles W. Watson, Chief
Bureau of Special Education
California State Department
of Education

A field Task Force was established in California to study the implementation of the Elementary and Secondary Education Act of 1965. The Task Force recommendations have been submitted and are in the process of study and revision.

In considering Title I, the Task Force report recommends among other things that the Department of Education encourage local school districts to:

(a) Expand, improve, and enrich programs for educationally deprived children

(b) Include handicapped children in initiating, expanding, improving, and enriching programs for educationally disadvantaged children.

The California Department of Education, in giving leadership, will encourage local school districts to obligate a specified portion of their Title I funds for programs and projects for handicapped children. Handicapped children in California include the physically handicapped; i.e., visually handicapped, speech and hearing impaired, and crippled; the mentally retarded; the educationally handicapped; i.e., emotionally disturbed and neurologically handicapped; and the multi-handicapped.

In the inclusion of handicapped children under Title I in the initiation, expansion, improvement, and enrichment of provisions for the special education of the handicapped, the Department of Education expects local school districts to submit program and project applications involving:

(a) Special day classes or schools

(b) Provisions for handicapped children enrolled in regular classes

(c) Remedial classes

(d) Integrated class programs

(e) Individual instruction in home, hospital, or licensed children's institution

(f) Special training schools and classes

(g) Specialized consultation to staff working with handicapped children

(h) Learning disability groups

(i) Readers for the blind

(j) Specialized programs providing occupational training, sheltered workshop training, work experience education, mobility-orientation training, et cetera.

Local school districts, under a specified size, 8000 ADA, are expected to utilize the provisions of Title I by joint agreement to contract with one of their number, or the county superintendent of schools, for the provision of certain special education programs for handicapped children. Title I funds would supplement local and State support for such programs to expand, improve, and/or enrich such offerings.

The Department has identified a number of innovations which would be favorably considered if local school districts made application under Title I. Among these are:

a. Interdistrict agreement to provide:

(1) Educational radio and television programs for homebound and hospitalized handicapped children

(2) Closed circuit television programs for the speicalized instruction of pregnant girls

(3) Mobile units:

(a) for speech and hearing therapy for speech and hearing impaired children at the preschool and school age levels

(b) for screening vision and hearing of both preschool and school age level children

(c) for psychological examination and evaluation of handicapped children

Other programs or projects which districts will be encouraged to consider are:

(a) Establishment of after school work experience education and occupational training programs to prepare handicapped children for transfer from school to employment and self-support

(b) Establishment of preschool programs for blind children

(c) Establishment of preschool programs for multi-handicapped children.

(d) Provision of supplemental teaching for handicapped pupils who are enrolled in a special education program but who need supplemental teaching because of one or more additional handicaps. For instance, a cerebral palsied pupil enrolled in a special school for the cerebral palsied may have a serious speech, hearing, and/or vision impairment making supplemental teaching in these areas necessary.

Other possibilities might be:

(a) Establishment of demonstration centers in low-income areas to study and demonstrate methods of curriculum enrichment for educable mentally retarded pupils

(b) Development of tests free of culture bias which will uncover inherent mental ability in children deprived of a rich environment.

The possibilities under Title I are infinite for handicapped children. Two or three things need attention at this particular juncture. Of these, perhaps the most important is having informational materials, rules, and regulations from the Office of Education specifically include these children by using language that traditionally identifies them.[4] It is not enough to say that the testimony reveals that educationally disadvantaged children include handicapped children. Language must be clearly and persistently employed that states this inclusion.

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4 Ibid.

There is need for another look at the formula to be employed for determining State and district entitlement. This should be changed to include not only the number of children from families with incomes under $2,000 and the number of children from families receiving incomes in excess of $2,000 from payments under the program of aid to families with dependent children but also handicapped children. The National Association of State Directors of Special Education should take the leadership in this matter.

THIRD PAPER PRESENTED AT THE CONFERENCE
AUGUST 11, 1965
ON THE TOPIC:
"SPECIAL EDUCATION NEEDS OF HANDICAPPED AND MALADJUSTED CHILDREN IN THE DISADVANTAGED NEIGHBORHOODS IN CHICAGO"

By: Frances A. Mullen, Assistant Superintendent
Chicago Public Schools
Department of Special Education
Board of Education
Chicago, Illinois

Background: The Disadvantaged Areas of Chicago

The schools of Chicago, like those of many urban areas, have experienced rapid growth and drastic change in the character of the student population. Although the city had an absolute loss in population of 70,000 in the decade of the 50's, the public schools in the same ten years gained 120,000 pupils; and in the four years since 1960 have added another 90,000 for a total increase of 211,000 pupils in 14 years - an increase larger than the total enrollment in all but five or six cities in America.

The growth was not distributed evenly, but took place largely in areas where in-migrants settled, and in some outlying areas which were sparsely settled until the close of World War II; and it was accompanied by changes in racial composition. According to the census, the Negro population was 2 percent of Chicago's total population in 1910 but 23 percent in 1960. For school age groups the census shows still higher Negro percentages; elementary 34 percent and high school 27 percent. This still does not tell the tale of public school population, for 50 percent of the white school age population -- but a much lower percentage of the Negro group -- attend private schools. Therefore in a 1963 teacher observation count, 54 percent of Chicago public school elementary pupils and 36 percent of the high school students were Negro.

Many studies by school and community groups have highlighted both the changing characteristics of the total Chicago population and of individual neighborhoods. The median years of schooling of Chicago's adult population have dropped below the national and state medians. The city has widespread poverty; half the elementary pupils live in poverty areas, and 50,000 school children live in public housing. Numbers of them have in-migrated, a high proportion from Mississippi and other Deep South states. Many have been here a comparatively short time. They have attended many different

schools year after year. Standardized tests at the time of school entrance indicate that the percent of beginning first grade pupils ready for formal learning in 1963 ranged by districts from 32.8 to 88.9 percent, with no districts in a deprived area having as much as 50 percent of the entering first grade pupils ready for school.

Answers to the Challenge of the Disadvantaged

To meet these gigantic problems, the Chicago public schools have moved forward on many fronts. A massive building program has provided 277 buildings or additions since 1951, bringing 5,601 classrooms into service. Today 40 percent of our pupils attend school in buildings less than 10 years old. The vast majority of these new buildings and additions are in the underprivileged areas of the city. As a result not only has the 211,000 increase in pupil population been absorbed but class size has simultaneously been reduced from 39 to 32 and every pupil has been taken off double shift as of January 28, 1963, -- for the first time in a hundred years of Chicago's history.

Meanwhile the number of teaching positions has increased from 13,000 to 21,000, a 50 percent increase. All teachers are certified and meet state requirements at least. It is necessary to recruit 1700 teachers a year just for replacements, without expansion. To do this, salary scales have been increased, with a minimum in 1965 higher than the maximum in 1953. Many efforts have been made to encourage experienced teachers to take positions or remain in inner city schools, but more needs to be done to solve this problem.

Services to meet the needs of the changing school population have been legion. A few are enumerated below:

- Summer schools restored on a free basis in 1955
- Special summer schools in the disadvantaged areas, begun in 1960 with many special features, a spectacular success
- After school reading classes in disadvantaged areas
- After school speech clinics in disadvantaged areas
- Upper grade centers established since 1955
- Educational and Vocational Guidance Centers for overage elementary pupils since 1962 (above age 14)

- Educational television, beginning in 1960
- Closed circuit TV in four schools near a public housing project
- "Head Start" for 20,000 pupils age three, four, and five this summer
- Guidance and counseling for students for two days prior to opening of school each September (in disadvantaged areas since 1960)
- Urban Youth Program directed toward the dropout, begun in 1961
- Average per capita expenditure for books and supplies highest in Negro schools, lowest in all white schools, in between in the integrated schools
- Hot lunch programs expanded.

Research and study of the problems of the disadvantaged has been continuous. Chicagoans have spearheaded or participated in the many studies of the Great Cities project. Chicago staff Study Report number 4, 1964 series, is a volume (171 p.) on Compensatory Education in the Chicago Public Schools, and number 9 is on Programs for Handicapped and Socially Maladjusted Children. Both present not only the existing programs but the unmet needs, the hopes and dreams that await much expanded financing. In July 1964, the general superintendent presented and the Board of Education approved a report directing the Department of Special Education to expand its facilities by 322 divisions to abolish all waiting lists as rapidly as staff and facilities could be made available.

Research proposals approved by the general superintendent were prepared in 1964 for day care centers for the emotionally handicapped and in 1965 for an occupational center for the mentally handicapped and the multi-handicapped. Drafts of projects on parent counseling in two programs for the maladjusted are in process of revision, and other projects are in the conference stage.

On June 24, 1965, the general superintendent presented statements to the Board of Education, one on School Community Plans and one on Title I of Public Law 89-10, both containing recommendations and indications of the financing required for programs to meet needs of the disadvantaged. Many of the following specific suggestions on special education of the disadvantaged are taken from these latter two documents.

Proposed projects for handicapped children in disadvantaged neighborhoods of Chicago, with estimated personnel needed:

1. Emotionally Handicapped Children

Four pilot centers with class size of 10, but pupil-staff ratio of 5:1, will provide for rich auxiliary services and assistance to the teachers. Each center will have a minimum of 6 classes to provide for a wide age and grade range and to insure efficiency in the utilization of psychological, nursing, social work, curriculum, and other specialists and consultants. There will be a total of 60 professional workers.

2. Mentally Handicapped Children

A. Preprimary Classes

Classes will be established for children with mental ages of three, four, or five, with chronological ages of four, five, or six. Sixty trained nursery teachers will be employed and inservice training given in instruction of the mentally handicapped. Transportation and attendants will be necessary.

B. Primary Classes

A saturation program will be established for all eligible mentally handicapped children with reading readiness and at primary reading levels. Forty classes will be added to existing program.

C. Advanced Classes in Elementary Schools

A saturation program will be established for all eligible mentally handicapped children age 12-16. Educational emphasis will be placed on functional goals of living. Forty classes will be added to existing program.

D. Occupational Centers

There will be two centers for educable mentally handicapped pupils age 15-19. Four year curriculum will move from full-time schooling at age 15, to part-time employment, and to full-time employment under school supervision as necessary and include

occupational work in the school building, school workshops , sheltered workshop experiences purchased from community agencies if necessary, part-time school work programs, etc. The centers will be staffed by civil service "occupational workshop leaders" with industrial experience, and by qualified teachers of the handicapped and other necessary professional workers. Proposed staff will include 36 professional workers and 10 occupational workshop leaders.

3. Pregnant Girls and Unwed Mothers

Centers will be established for the continued education of these girls before delivery and, at least, until the opening of a new school year after termination of pregnancy. These centers will be located in YWCA or other community facilities and have services available from the Chicago Health Department. In addition there will be a full educational program which will strengthen the student's academic background, encourage the girl's early return to a regular school program, and emphasize education directed to health and safety, child care, home arts, and vocational skills. Hot lunches will be included. Proposed staff will include 20 teachers for 200 students at any one time and, with high rate of turnover, will probably service 400 girls per year.

4. Parent Education

A. There will be appointed one parent education coordinator with knowledge of needs of handicapped and maladjusted children for each school in a disadvantaged district which has 4 or more special education classes or a total of 20 positions. The coordinator will assist parents in understanding the needs of their children and in cooperating with the educational program designed for their special needs.

B. Parent counseling will be given through group dynamics programs in the centers for the socially maladjusted at Montefiore, Moseley, Motley, Bousfield, and the Parental Schools. Proposed staff will include five group dynamics workers.

5. Team Teaching Pilot Program

To staff the expanded saturation program of special education in the disadvantaged areas and to make more efficient use of the scarce supply of fully qualified special teachers, formal teams will be organized on a pilot basis within the centers for the deaf, the physically handicapped, the mentally handicapped, the socially maladjusted, and the emotionally handicapped. Each team will consist of:

- One master teacher or team leader, thoroughly trained and experienced in the special field
- One or more special teachers with full training but lesser experience
- One or more regular teachers with limited special training but with training and experience for teaching nonhandicapped children of the appropriate age or grade range
- One or more attendants to relieve teachers of the personal care required by severely handicapped or trainable children.

The entire professional team should have an extended day and proportional salary increment to provide needed time for planning and coordination. The team leader should have an additional salary increment proportional to the increased responsibilities.

6. Expanded Inservice Education Programs for Principals, Teachers, and Other Staff, To Develop Competencies Needed in Work With Handicapped and Maladjusted Children

There will be:

- A two-week orientation for new teachers prior to the opening of school
- An inservice program one Saturday each month for one year for new teachers in each field of special education
- A one-hour period twice weekly for inservice program for all teachers in each type of special education, by districts

- Regularly scheduled workshops at the district level during the school day for all teachers
- Short-term summer workshops for teachers
- District and interdistrict workshops for principals
- Directed observation by principals and teachers in outstanding schools and classrooms
- Short-term workshops after school and on Saturdays for principals.

Teachers would be paid salaries based on additional time spent in inservice education programs. Proposed staff will include consultants and workshop leaders.

7. Housing for Special Education

A saturation program for the special education needs of children in the disadvantaged areas of the city demands increased classroom and school building space. Children will be taught in groups of 5, 10, 14, or 15 rather than in classes of 30 or 32, yet these small classes need full size classrooms to provide an optimal program.

This housing involves funds either for immediate purchase or rental of 50 mobile classroom units, or for rental of industrial space which can be converted to special education uses, pending the construction of sufficient new school buildings.

FOURTH PAPER PRESENTED AT THE CONFERENCE
AUGUST 11, 1965
ON THE TOPIC:
"SOME CURRENT ACTIVITIES IN THE DISTRICT OF COLUMBIA
FOR DISADVANTAGED AND HANDICAPPED CHILDREN AND YOUTH"

By: Rosa Jones
Director of Special Education
District of Columbia Public Schools

Title I under Public Law 89-10 offers many opportunities for the upgrading and adjusting of handicapped children as well as the identification and establishment of programs for the gifted. Since many of the handicapped children are in the disadvantaged group, there is great opportunity for us in special education to put into our programs the depth we have cried for and develop programs we now lack.

In the District of Columbia, many programs have been developed and are in the planning stage that are not specifically aimed at the handicapped. Since many of the programs are financed by foundations or are a part of the "Model School System," we can use these concepts for shaping up our programs for the handicapped.

Inherent in the success of any program for the handicapped under Title I is the attitude of special education personnel and the interpretation of the program to parents and children This belief is reinforced by the following examples:

A late afternoon school program was initiated to help children whom we were not able to handle in a classroom situation because of behavioral problems. Therefore, they were on suspension or under the visiting instruction corps. This school was planned to begin at 3:30 p.m. and close at 7 p.m. with an enrollment of 40 boys, ages 11 to 13.7. Two experienced teachers of the basic skills, two experienced shop teachers, and a counselor made up the faculty.

Many of us concerned with this program were doubtful of its success. But, it worked. It worked because tremendous effort was put into interpreting the program to the parents and the boys. For instance, a parent who would not come in for a conference was visited in her home. (She had been told to expect the teacher.) When the teacher arrived, the parent was hanging clothes on the line. With scant civility, she continued with

her task and otherwise expressed hostility to the school. But the teacher remained and listened. At the conclusion of what turned out to be an amicable meeting, the parent said: "This is the first time anyone in the school has listened to me."

The principal and teachers, through the use of volunteers from the Urban Service Corps, a part of the school system financed by the Meyer Foundation, arranged tours and games to open new horizons for these boys. Many returned to regular programs at the close of the semester.

Innovative and successful was the "Early Morning Physical Fitness Program" for boys, ages 11 to 13.7, who had been assigned to a particular school because of adjustment problems. Many had to travel long distances to reach the school and had often been late for a 9 a.m. class. The early morning program, however, started at 7:30 a.m. with physical education and shower activities conducted by college physical education students. A nourishing breakfast for the boys followed. (Girls from the vocational high school helped prepare the breakfast and clean up. These student aides--potential dropouts because of lack of finances--were also benefited by being paid for their services.)

Though it is difficult to evaluate improvement in the academic areas, change in attitude toward school is easily seen. The boys who were late getting to school at 9 a.m. are now on time at 7:30 a.m. and carry through until 3 p.m.

Here again, I believe the success of the program was the insight into the needs of children and the belief that parents, whether handicapped or disadvantaged, can accept help if approached with understanding.

Under a grant from Children's Division with matching funds from D.C. Public Schools, a program for unwed mothers serves approximately 50 girls at a time. About 150 girls participated during the school year. They are housed on the third floor of one of the administrative buildings. Many girls with apparent retardation have been helped. The program is a fine example of the coordination between the public schools and another public agency, the Bureau of Maternal and Child Health. It demonstrated the value of cooperation between school personnel and the community in giving supportive guidance to the young mother, her child, and the family.

If we are to get the maximum benefit from the money under Title I, P.L. 89-10, we in special education must be concerned with the attitudes of our own personnel, the children, their parents, and the community.

Many programs might be developed for handicapped children under Title I. Listed below are a few:

- Longer School Day
  a. Early morning programs
  b. Late afternoon programs

- Volunteer Service
  a. Use of tutors for basic skills
  b. Use of volunteers for exploratory and enrichment programs (trips, tours, concerts, arts and crafts)

- Programed Instruction

- Initial Teaching Alphabet

- Words in Color

- Audiovisual Instruction

- Saturday Morning Porgrams

- Work-Study Programs

- Sheltered Workshops

- Classes for Children with Learning Disabilities

- Aide Program for Classes of the Handicapped

- Mobile Programs (Clinics that move to the school)
  a. Reading clinic
  b. Psychiatric Teams

- Summer Programs for Handicapped

- Inservice Programs for Teachers

- Money for Improving Facilities and Equipment for the Handicapped

- Revolving Fund for the Needs of Disadvantaged Children and/or Handicapped Children:
  a. Eye glasses
  b. Hearing aids
  c. Transportation to and from clinics.

APPENDIX

CONFERENCE RESOURCE PERSONNEL
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Conference Chairman : John Hughes, Director
Division of Program Operations
Bureau of Elementary and Secondary Education
U.S. Office of Education

Special Consultant : James Mauch, Chief
Programs Branch
Division of Program Operations

Conference Coordinator: Romaine P. Mackie, Chief
Education of Handicapped in Low-Income Areas
Programs Branch

Conference Reporter : Eleanor W. Prillaman, Education Research Assistant
Education of Handicapped in Low-Income Areas
Programs Branch

Office of Assistant Secretary for Legislation
Patria G. Winalski, Office of Congressional Liaison

Office of General Counsel
Henry Pike, Education Division

Office of Education
Office of Disadvantaged and Handicapped
Morvin Wirtz, Deputy Assistant Commissioner

Bureau of Elementary and Secondary Education
Division of Program Operations
John Staehle, Assistant Director for Policy and Procedure

Division of Educational Personnel Training
Samuel G. Sava, Assistant Director
Tony Milazzo, Chief, Programs for Special Needs Branch
Geraldine Scholl, Former Chief, Handicapped Children and Youth Section
John W. Jones, Acting Coordinator, Unit on Education of Visually Handicapped

Division of State Agency Cooperation
Helen Mackintosh, Former Assistant Chief
Administrative Instructional Support Branch

Bureau of Research
Division of Elementary-Secondary Research
J Ned Bryan, Acting Chief
Curriculum and Demonstration Branch

Division of Research Training and Dissemination
Lee G. Burchinal, Acting Director

CONFERENCE PARTICIPANTS

Mrs. Sue M. Davis
Supervisor of Special Education
Martinsville City Schools
Martinsville, Virginia

Dr. Stella Edwards, Director
Division of Special Education
State Department of Education
Frankfort, Kentucky

Dr. Roger P. Elser
Director of Special Education
State Department of Education
Charleston, West Virginia

Dr. Mamie Jo Jones, Coordinator
Services for Exceptional Children
State Department of Education
Atlanta, Georgia

Mrs. Rosa H. Jones
Director of Special Education
Ross Administration, Annex No. 1
1730 R Street NW.
Washington, D.C.

Dr. James Marshall, Director
Bureau for Handicapped Children
State Department of Public Instruction
Topeka, Kansas

Dr. Frances Mullen
Assistant Superintendent
of Schools
Department of Special Education
Chicago, Illinois

Dr. Anthony Pelone, Director
Division for Handicapped Children
State Education Department
Albany, New York

Dr. Elsworth Stenswick
Director of Special Education
Bloomington Public Schools
The Riverside School
201 E. 102nd Street
Bloomington, Minnesota

Mr. Charles Watson, Director
Bureau of Special Education
State Department of Education
Sacramento, California

Letter from Wilbur J. Cohen, Assistant Secretary of the Department of Health, Education, and Welfare, to Senator Wayne Morse, Chairman of the Education Subcommittee. Committee on Labor and Public Welfare, United States Senate[1]:

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
Washington, D.C.

March 31, 1965

Honorable Wayne Morse
United States Senate
Washington, D.C.

Dear Senator Morse:

This is in response to your request concerning the authorization in H.R. 2362, the Elementary and Secondary Education Act of 1965, as it passed the House of Representatives, for Federal assistance for education of physically handicapped children.

As you know, in section 303 in title III (supplementary education centers and services) provision is made for use of Federal funds for specialized instruction and equipment for "persons who are handicapped."

In section 503(a)(10) of title V (grants to strengthen State departments of education) funds are authorized for providing local education agencies and the schools of those agencies with consultative and technical assistance and related services relating to "the education of the handicapped."

In title I, section 205(a)(1), where reference is made to programs and projects "which are designed to meet the special educational needs of educationally deprived children" and with respect to the number of educationally deprived children in the school district who attend nonpublic schools in section 205(a)(2), the term "educationally deprived children" in our opinion includes handicapped children as that term is defined in title III of Public Law 88-164, approved October 31, 1963.

If you have any further questions on this matter, I hope you will get in touch with me.

Sincerely yours,

Wilbur J. Cohen
Assistant Secretary

Title III, P.L. 88-164, as referred to in the above letter, defines handicapped children to include "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education."

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1 Calendar 137, Report No. 146, Senate, 89th Congress, First Session p. 15-16.

REFERENCES PERTAINING TO TITLE I, PUBLIC LAW 89-10

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2. U.S. Congress, Senate, Committee on Labor and Public Welfare, Elementary and Secondary Education Act of 1965: Background Material With Related Presidential Recommendations; Report of the Subcommittee on Education of the Committee on Labor and Public Welfare, January 26, 1965. Washington, Government Printing Office, 1965. 212p. (89th Congress, 1st Session),

3. U.S. Congress, Senate, Committee on Labor and Public Welfare. Report on the Elementary and Secondary Education Act of 1965, calendar No. 137, report No. 146. Washington, Government Printing Office, 1965. 88p. (89th Congress, 1st Session, H.R. 2362).

4. U.S. Congress, Public Law 89-10: An Act to Strengthen and Improve Educational Quality and Educational Opportunities in the Nation's Elementary and Secondary Schools. Washington, Government Printing Office, 1965. 32p. (89th Congress, 1st Session, H.R. 2362).

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6. U.S. Department of Health, Education, and Welfare, Office of Education, Focus on Title I: Better Schooling for Educationally Deprived Children. Washington, Government Printing Office, 1965. (OE 35077).

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8. U.S. Department of Health, Education, and Welfare, Office of Education, Revised Instructions: Application for Federal Assistance for the Education of Children from Low-Income Families. Washington, 1966. 53p.

9. U.S. Department of Health, Education, and Welfare, Office of Education, School Programs for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act of 1965: Basic Facts for Administrators. Washington, Government Printing Office, 1965. 16p. (OE 35075).

A D D E N D U M

EDUCATION OF HANDICAPPED IN STATE OPERATED OR SUPPORTED SCHOOLS FOR HANDICAPPED (P.L. 89-313, paragraph 5)

Since the time of the conference, Title I of the Elementary and Secondary Education Act of 1965 has been amended by paragraph 5 page 4, Public Law 89-313,to provide grants to State agencies responsible for providing free public education on a non-school-district basis for certain handicapped children up to age 21. Public Law 89-313, paragraph 5 lists handicapped as "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education." The law does not list children who are in State operated or supported institutions because of delinquency, social maladjustment,or dependency.

In each State education agency, there is a Title I coordinator who has information concerning programs under the Elementary and Secondary Education Act of 1965, Title I and its amendment. The directors of special education in the respective States also have information about the program.

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I COORDINATORS AND OTHER KEY CONTACTS

ALABAMA

Mr. J.H. Boockholdt
Coordinator of Title I
State Department of Education
Montgomery, Alabama 36104
Phone: (205) 265-2341

ALASKA

Mr. Nathaniel H. Cole
Coordinator of Title I, ESEA
State Department of Education
Juneau, Alaska 99801
Phone: 586-5396

ARIZONA

Mrs. Elizabeth Tapscott
Director-Coordinator, Federal-State Programs
Suite 297, Executive Building
1333 West Camelback Road
Phoenix, Arizona 85103
Phone: (602) 271-5235

ARKANSAS

Mr. William H. Moore
Director, Elementary and Secondary Education
State Department of Education
Little Rock, Arkansas 72201
Phone: (501) MO 39417

CALIFORNIA

Mr. Wilson C. Riles
Director of Compensatory Education
State Department of Education
Sacramento, California 95814
Phone: (916) 445-2590

COLORADO

Mr. Ward Vining
Director, Title I, ESEA and P.L. 815-874
State Department of Education
Denver, Colorado 80203
Phone: (303) AC 29911

CONNECTICUT

Dr. William H. Flaherty
Coordinator of Title I
State Department of Education
Hartford, Connecticut 06115
Phone: (203) 527-6341 x3350

Dr. Alexander J. Plante
Chairman, Office of Program Development
State Department of Education
Hartford, Connecticut 06115

Dr. Roger E. Richards
Consultant for the Office of Program Development
State Department of Education
Hartford, Connecticut 06115

DELAWARE

Dr. Elizabeth C. Lloyd
Coordinator of Title I
State Department of Public Instruction
Dover, Delaware 19901
Phone: (302) 734-5711 x441

DISTRICT OF COLUMBIA

Dr. Joseph Carroll
Director, Title I
Franklin Administration Building
13th and K Streets, NW.
Washington, D.C. 20005
Phone: 783-6111 x220

FLORIDA

Mr. Don Allen
Coordinator - Federal-State Relations
State Department of Education
Tallahassee, Florida 32304
Phone: (904) 599-5810

GEORGIA

Mr. R.C. Beemon
Coordinator of Title I
State Department of Education
Atlanta, Georgia 30334
Phone: (404) 688-2390

HAWAII

Mr. Yoshitsugu Yamada
Coordinator of Title I, ESEA
State Department of Education
Honolulu, Hawaii 96813
Phone: 507-7111 x350

IDAHO

Mr. Harold Farley
Deputy State Superintendent
State Department of Education
Boise, Idaho 83702
Phone: (208) 344-5811

ILLINOIS

Dr. Noah S. Neace
Coordinator of Title I
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706
Phone: (217) 525-6036

Warren Evenson
Coordinator, P.L. 89-10
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

INDIANA

Mr. Benjamin F. Rice
Coordinator of Title I
State Department of Public Instruction
Indianapolis, Indiana 46204
Phone:(317) ME 3-4223

Dr. Aaron T. Lindley
Director, P.L. 89-10
State Department of Public Instruction
Indianapolis, Indiana 46204

IOWA

Mr. R.F. Van Dyke
Coordinator of Title I
State Department of Public Instruction
Des Moines, Iowa 50319
Phone: (515) 281-5770

KANSAS

Mr. Henry A. Parker
Coordinator of Title I
State Department of Public Instruction
Topeka, Kansas 66612

Phone: (913) CE 50011

Mr. George Cleland
Director, Instructional Services
State Department of Public Instruction
Topeka, Kansas 66612

KENTUCKY

Mr. Fred Williams
Director of Title I
State Department of Education
Frankfort, Kentucky 40601

Phone: (502) 564-3936

LOUISIANA

Mr. Ralph Whitehead
Director, Federal Assistance Programs
State Department of Education
Baton Rouge, Luoisiana 70804

Phone: (504) 348-4991

MAINE

Mr. Joseph Y. Devitt
Chief, Secondary Education and Special Projects
State Department of Education
Augusta, Maine 04330

Phone: (207) 623-4511

MARYLAND

Mr. Thomas W. Pyles, Director
Division of Federal-State Programs
State Department of Education
Baltimore, Maryland 21201

Phone: (301) 837-9000 x475

MASSACHUSETTS

Dr. Everett G. Thistle
Administrator for Title I
State Department of Education
200 Newbury Street
Boston , Massachusetts 02116

Phone: (617) 267-9650 x11

MICHIGAN

Mr. Louis Kocsis
Chief, Elementary and Secondary Education
State Department of Public Instruction
Lansing, Michigan 48902
Phone: 517) 373-3303

MINNESOTA

Mr. Fred Roessel
Coordinator of Title I
State Department of Education
St. Paul, Minnesota 55101
Phone: (612) 221-2414

Mr. Farley D. Bright
Assistant Commissioner
State Department of Education
St. Paul, Minnesota 55101

MISSISSIPPI

Mr. W.L. Hearn
Coordinator of Title I
State Department of Education
Jackson, Mississippi 39205
Phone: (601) 355-9361 x417

Mr. A.P. Bennett
Director, Division of Instruction
State Department of Education
Jackson, Mississippi 39205

MISSOURI

Mr. John W. Alberty
Director, Title I
State Department of Education
Jefferson City, Missouri 65102
Phone: (314) 636-8171

MONTANA

Mr. Robert S. Hay
Coordinator of Title I
State Department of Public Instruction
Helena, Montana 59601
Phone: (406) HI 23260

NEBRASKA

Mr. Jack P. Kreuger
Coordinator of Title I
State Department of Education
Lincoln, Nebraska 68509 Phone: (402) 477-5211

NEVADA

Mr. John Gamble
Assistant Superintendent
State Department of Education
Carson City, Nevada 89701
Phone: (702) 882-7326

NORTH DAKOTA

Mr. G.B. Nordrum
Coordinator of Title I
State Department of Public Instruction
Bismarck, North Dakota 58501
Phone: (701) 223-8000

NEW HAMPSHIRE

Mr. Paul Fillion
Coordinator of Title I
State Department of Education
Concord, New Hampshire 03301
Phone: (603) 225-6611 x275

NEW JERSEY

Mr. Louis Dughi
Coordinator of Title I
State Department of Education
Trenton, New Jersey 08625
Phone:(609) 292-5790

William Ramsay
Director, ESEA
State Department of Education
Trenton, New Jersey 08625

NEW MEXICO

Dr. Mildred Fitzpatrick
Chairman, Title I, ESEA
State Department of Education
Santa Fe, New Mexico 87501
Phone: (505) 827-2593

NEW YORK

Dr. Irving Ratchick
Coordinator of Title I, ESEA
State Education Department
Albany, New York 12201
Phone: (518) GR 4-559

NORTH CAROLINA

Mr. Carlton Fleetwood
Coordinator of Title I
State Department of Public Instruction
Raleigh, North Carolina 27602
Phone: (919) 829-7707

OHIO

Dr. Thomas Stephens
Coordinator of Title I
State Department of Education
Columbus, Ohio 43215
Phone: (614) 469-2650

Raymond Horn
Director, Division of Federal Assistance
State Department of Education
Columbus, Ohio 43215
Phone: (614) 469-2650

OKLAHOMA

Mr. Thomas Sullivan
Coordinator of Title I
State Department of Education
Oklahoma City, Oklahoma 73105
Phone: (405) JA 4-1521

Earl Cross, Director
State-Federal Relations
State Department of Education
Oklahoma City, Oklahoma 73105

OREGON

Dale Skewis
Coordinator of Title I
State Department of Education
Salem, Oregon 97310
Phone: (503) 364-2171

Mr. Austin Haddock
Director, P.L. 89-10
State Department of Education
Salem, Oregon 97310
Phone: (503) 364-2171

PENNSYLVANIA

Mr. Victor Celio
Coordinator, Title I
State Department of Public Instruction
Harrisburg, Pennsylvania 17126

Phone: (717) 787-7653

Frank R. Cashman, Director
Federal-State Affairs
State Department of Public Instruction
Harrisburg, Pennsylvania

RHODE ISLAND

Mr. Charles P. Hollsteen
Coordinator, State-Federal Programs
Roger Williams Building
Hayes Street
State Department of Education
Providence, Rhode Island 02908

Phone: (401) 521-7100

Edward T. Costa
Supervisor for Title I
State Department of Education
Roger Williams Building
Hayes Street
Providence, Rhode Island 02908

SOUTH CAROLINA

Dr. Harris Marshall
Assistant to State Superintendent
State Department of Education
Columbia, South Carolina 29201

Phone: (803) 758-2301

Mr. Sidney Cooper
Coordinator of Title I
State Department of Education
Columbia, South Carolina 29201

Phone: (803) 758-2301

SOUTH DAKOTA

Mr. L.P. Duenwald
Coordinator of Title I
State Department of Public Instruction
Pierre, South Dakota 57501

Phone: (605) 224-5911

Edward Peregrine
State-Federal Programs
State Department of Public Instruction
Pierre, South Dakota 57501

TENNESSEE
Dr. E.B. Eller
Assistant Commissioner
State Department of Education
Nashville, Tennessee 37219
Phone: (615) 741-2927

TEXAS
Jack McIntosh
Director, Division of Compensatory Education
Texas Education Agency
Austin, Texas 78711
Phone: (521) GR 5-4126

UTAH
Dr. Quentin Utley
Coordinator of Title I
State Department of Public Instruction
Salt Lake City, Utah 84114
Phone: (801) DA 8-5061

VERMONT
Walter D. Gallagher
Coordinator of Title I
State Department of Education
Montpelier, Vermont 05602
Phone: (802) 223-2311

VIRGINIA
Mr. Alfred Wingo
Special Assistant to Superintendent of Education
State Board of Education
Richmond, Virginia 23216
Phone: (703) MI 4-4111 x2901

WASHINGTON
Mr. Robert Lindemuth
Coordinator, Title I, ESEA
Office of State Superintendent of Public Instruction
Olympia, Washington, 98501
Phone: (206) 753-6700

Mr. Nels W. Hanson
Director, P.L. 89-10
Office of State Superintendent of Public Instruction
Olympia, Washington 98501
Phone: (206) 753-6749

Mr. Gerrard Carolston
Research Dissemination
Office of State State Supt. of Public Instruction
Old Capital Building
Olympia, Washington 98501
Phone: (206) 753-6700

WEST VIRGINIA

Mr. L.K. Lovenstein
Coordinator, Federal Aid Programs
State Department of Education
Charleston, West Virginia 25305

Phone: (304) 343-4411 x2576

WISCONSIN

Frank N. Brown
Program Administrator, Title I
State Department of Public Instruction
Madison, Wisconsin 53702

Phone: (608) 266-3457

Russell Mosely
Coordinator of Federal Programs
State Department of Public Instruction
Madison, Wisconsin 53702

WYOMING

Mr. Sidney G. Werner
Assistant Superintendent of Business and Finance
State Department of Education
Cheyenne, Wyoming 82001

Phone: (307) 634-2711 x301

Dean P. Talagan
Assistant Superintendent of Instruction,
Certification, Accreditation, and Placement
State Department of Education
Cheyenne, Wyoming 82001

Phone: (307) 634-2711 x301

AMERICAN SAMOA

Honorable J.W. Harold
Director of Education
Department of Education
Pago Pago, Tutuila
American Samoa 96920

GUAM

Mr. Richard Gunkel
Federal Programs Consultant
Department of Education
Agana, Guamm 96910

PUERTO RICO

Dr. Maria S. Lacot
Coordinator of Federal-State Relations
Department of Education
Hato Rey, Puerto Rico 00900

VIRGIN ISLANDS
Mr. John Brown, Director
Federal Aid Programs
Department of Education
Charlotte Amalie, St. Thomas
Virgin Islands 00802

TRUST TERRITORIES
George M. Perdew
Acting Director of Education
Department of Education
Siapan Mariana Islands

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